

What If You Were in Their Shoes for a Day?



Lesson Plan

Designed by Piri Reis school, Turkey

Title: What If You Were in Their Shoes for a Day?	Subject area: Interdisciplinary
Grade Level(s): 7th Grade	Duration: 20 min.

Learning objectives:

At the end of the lesson, students are expected to:

- Foster empathy for individuals with different needs.

Teaching Method:

Cooperative learning

Teaching Techniques:

Group work, question and answer

Materials / Resources / Technology use:

Interactive Game Cards, Online Assessment Platforms:

- Google Forms
- Padlet

Activity Description:

Introduction:

Students share their thoughts on the meaning and importance of the concept of **empathy**.

Step 1: Groups are formed.

Step 2: Groups brainstorm the following questions:

- **Case A:** If you were in the shoes of a child who is visually impaired, what would a typical day in your life be like? If you were in the same class, what would you do to make their life easier?
- **Case B:** If you were in the shoes of a friend who just arrived from abroad and does not speak your language well, what challenges would you face? If you were in the same class, what would you do to make their life easier?

Step 3:

The results obtained from the brainstorming session are presented in a report.

- **Platform:** An anonymous **Padlet** board.
- **Title:** "What if I were you for a day?"

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- **Method:** Different challenges/profiles are written as column headers, and students are asked to quickly post their comments and solutions underneath.

Closure:

Students experience being tolerant towards differences and becoming solution-oriented.

Assessment:

1. Alternative Assessment (Process-Based)

- **Padlet Peer Review:** Students will review the comments on the anonymous Padlet board and "like" or comment on the most creative and feasible solutions. This assesses their ability to recognize effective empathy-driven ideas.
- **Self-Reflection (Exit Ticket):** Before the closure, students answer a single question: *"What is one thing I learned today about a perspective different from my own?"*
- **Group Participation Rubric:** While students are brainstorming in Step 2, they are assessed based on their collaboration, active listening, and contribution to the "Solution-Oriented" goal.

2. Performance-Based Assessment

- **The "Empathy Report":** The final report produced in Step 3 will be assessed not just on grammar, but on the **quality of the solutions** proposed.
 - *Criterion:* Does the solution address the root of the challenge or just the surface?